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Parents' National Educational Union

Founder - CHARLOTTE MASON

Presidents - THE MARQUESS & MARCHIONESS OF ABERDEEN & TEMAIR

Hon. Secretary,
The Hon. Mrs. Franklin.

50, Porchester Terrace
Hyde Park, W.2.
Telephone No. 0212 Padd.
(At Home by Appointment.)

November 28, 1927

Dearest Kit-Kit,

Thank you for your long letter. Of course Miss Gilman Jones's order was absurd, but I wanted all and every order carried out at this very long distance for Miss Wiseman's sake. I am enclosing the two letters I received this morning. Please return them, as they have not been seen at the office.

I loved your little private note! and agree with it entirely - but you don't understand either what I mean by "ecole unique". It is now compulsory in many countries on the continent that children of all classes should attend the public schools up to ten, so that they may all have a common background. That does not mean that all the schools are on the same lines, but it does mean that all children should have the same advantages and disadvantages, and it is felt that it will be the means of pulling up the elementary schools. It is exactly what we have done and are doing, only, as I say, our children do not meet in the body, but are class-mates all the same. I thought everybody knew the expression "ecole unique", but of course the work is very different in all the various

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schools.

With love,

Yours affectionately,

H. K. Rini

11/11/13

March 8th, 1928.

Dear Mrs Franklin,

I expect the Conference days will be very busy and we shall not get much chance of a talk, so I am answering the questions in your letter at once, instead of waiting to discuss the matter with you,

I am only too glad at any time to let you see letters that I have written in answer to important queries, but I venture to think that these letters are of no use to anyone for filing. I keep copies of them myself, so that I may know what has been said, but I never find that a rehash or a copy of any letter does as an answer to any but the letter for which it was written. Even if you have to say much the same thing, it comes with little freshness or conviction unless the letter is written in direct answer to another one, and although I have repeated myself, I know, both in writing to Mr Beresford, Mr Parker and Mr Benbow, none of the letters I wrote could have been interchanged.

I am more than ever convinced of this when I read the most excellent letter which Miss Gladding has sent for me to ~~send~~ ^{would: this} sending it to Miss Ross of Goldhawk Road. I wonder, would you like to ask her to send you a copy? I do not think the letter could be better. It is written with knowledge and conviction,

tact and insight. Mr Household told me that Miss Gladding was welcomed everywhere because she went as a practical teacher who had experienced most of the teachers' difficulties herself, and had won her way through. He said Miss Pennethorne's visits were not welcomed to the same extent by the teachers, because she went as an organiser, and the two things are quite different, are they not? I see it very clearly in comparing Miss Gladding's and Miss Pennethorne's letters, of which I have a considerable number now, and I do think as long as Miss Gladding is at the Office, letters from me are quite superfluous.

I am sending you a note in strict confidence, which has come from Mrs Craig. Miss Othor wrote to me about this when she was leaving Lowestoft. She said what a handicap it was to be working in a school which was not P.H.E.U., and that she did so hope her next school would be a real P.H.E.U. one. I have heard nothing at all from Miss Starland, and I think her silence is rather significant. Miss Rose sends in work, and this is an *instance* ~~Certain~~ in which it would be impossible for us to guarantee a school because it sends in a sufficient amount of work at examination time.

I am writing to thank Mrs Craig for her very kind and helpful letter, telling her that we shall treat it with entire confidence, but that we are very glad to have the information. I wonder, would you think it wise for Miss Gladding to go down,

or is it really not worth while? Both Miss Other and Miss Sterland are excellent students, and Miss Rose has had every chance of doing P.N.E.U. work if she wanted to. I know we cannot always go by the complaints of parents. What we heard about Miss Aspinall's school was evidently quite without foundation. But Miss Rose's case is rather unusual, because I believe she was originally Mrs Craig's governess, and Mrs Craig herself urged her to take up P.N.E.U. work, so that she could have had local backing as well as two excellent students, and yet the programmes are not carried out.

You will think I am for ever grumbling about these Secondary Schools, but I am sure the sifting that has been done this last year has been all to the good, and we shall just have to go on patiently ~~carry~~ ^{dealing with} each case individually.

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October 4th, 1928.

Dear Dr Norwood,

I read with much interest the report that the "Times" gave of your Presidential Address at the British Association, and I have just been reading to-day the report of it in the "Journal of Education", which is, I believe, abridged. I wonder, may I have your kind permission to reprint this in the "Parents' Review"? It is possible that many of our readers may not have seen it in the "Times", and very few of them are likely to take the "Journal of Education".

The considerations are so important that I think every parent and teacher should give thought to them. Those of us who are connected with the work of the P.N.E.U. feel that Miss Mason would have felt that another milestone had been passed on the road towards a more satisfactory education for boys and girls of all classes.

I received a letter from one of our members in Japan the other day, in which the following paragraph occurs:-

"I thought you would also be interested to hear that from this year the competitive examination from the Primary to Secondary ("middle") grade schools has been abolished and the boys and girls are examined, partly through a mental test with a few easy questions, and partly through introductions by the teacher and schoolmaster of their former school. If Japan can do it why not we? The burden was far greater on those children than it is on ours; and of course it fell most heavily on those to whom study was most trouble. It is a pity that Mr Mizuno - the minister who carried this reform - had to go out of office in a very few months or he might have given us more lessons in humanizing education."

If you are able to grant permission for the reprint of this paper, I wonder, would you let me know if I ought to communicate as well with the Editor of the "Journal of Education", or if the abridged report has already been passed by you, and in that case your permission will be sufficient?

Yours sincerely,

E. Kitching

Parents' Union School,
Ambleside.

13/11/1928

Recd

October 16th, 1928.

Dear Dr Norwood,

Thank you very much for sending me a complete copy of your most valuable address. I do not want to cut anything out. It seems to me so very valuable and comprehensive, and it is necessary to have all the points worked out so that teachers and parents may consider them fully. I hope to get the whole paper into one number of the "Review", and proofs will be sent to you.

I wonder, might I be allowed to make a small alteration on page 6? You refer to the "promising experiments" of Miss Mason's work made in Gloucestershire and Kent, but the Kent Authorities have so far not countenanced Miss Mason's work in any way. The one or two schools at work there are the result of private initiative. May I put "Leicestershire" instead of "Kent", where the Authorities are most sympathetic, and where a number of schools are using the P.U.S. programmes?

If there is any time when you would have leisure to consider the matter, I wonder if I might send you one or two sets of papers done in Public Elementary and in private Secondary schools, in Form V of the P.U.S.? Our work is by no means only primary, and I have by me a set of papers done in a little village school in Gloucestershire in Forms II, III, IV, and V, where there was only one trained teacher, and the children in the upper Forms had to work alone. There are quite a number of schools now in Gloucestershire where children of 13 and 14 are working in Form IV of the P.U.S., and one or two in Leicestershire. I wish very much it were possible for you some time to see the work that is being done in these schools in the upper Forms.

I venture to think that the great value of your paper is that you see education and see it whole - elementary, secondary, private, Public, University - and it is not until those in the ranks of education can take a vision of the whole that the great overlapping that exists at present can be done away with, and boys and girls will get a fair chance of making steady progress from home schoolroom to preparatory school, from preparatory school to secondary school, from secondary school to University.

*Yours truly
H. Edwards for Miss W. H. H. H.*

Parents' Union School,
Ambleside.

Forgive this long letter, which needs no answer, unless at any time you would allow me to send you the papers to which I have referred.

With grateful thanks,

Yours sincerely,

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Parents' Union School,
Ambleside.

November 13th, 1928.

Dear Dr Horwood,

I have delayed in writing to thank you for your very kind letter and good news about Dr Lyttleton, which I was delighted to have, until it should be perhaps time for the papers which you are allowing me to send.

These are only one or two examples of the children's sets of answers which have not been sent for by the Parents or Teachers who, in most cases, wish to have them back. They indicate that we do get work from Home Schoolrooms, Secondary Schools, and Elementary Schools up to 16 and in some cases 17. In the case of the two papers from the House of Education Practising School Peggy Williamson took the Cambridge School Certificate last December.

I feel it is asking a great deal to send you papers in the middle of term and I enclose a cover for their return which I hope will make this quite easy.

Yours sincerely,

If undelivered please return to

Parents' Union School.

AMBLESIDE,

WESTMORLAND

Book Post.

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To be
Kept

Horwood article in Parents Review (10)
Correspondence with Mr. Dickens

Mr. Franklin re Welsh Schools &
Ranball Jackson

Sir Michael Sadler

Whitfield Arithmetic

~~Whitfield Arithmetic~~

Mr. Franklin - General.

re filed letters

1927